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AUTHOR Bennett, Lula M.
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ABSTRACT

A study was conducted at Valencia Community College (VCC) to evaluate VCC's success in meeting the community's need for volunteers, to determine the needs of student volunteers, and to discover what kinds of students were participating in the student volunteer program. Results of a questicnnaire completed by 72 student volunteers indicated that volunteers were younger (20 or less), more apt to be female (72%), and more likely to be sophomores, than the student body as a whole. Student volunteers were like the overall student body in race, program of study, and veteran status. Students were satisfied with their training for volunteer work and with their agency supervisors, co-workers, and volunteer experiences. Responses from 39 receiving agencies revealed that the agencies were satisfied with the job performance of VCC volunteers, but that 49% felt that there should be more of them. The student and agency questionnaires are appended. (RT)

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An Analysis of Valencia Community College's Policy Response to Local Community Agencies' Need for Student Volunteers

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by

Lula M. Bennett

Valencia Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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ABSTRACT

This study was conducted to assess the degree to which VCC was meeting its policy of providing student volunteers for social service agencies in its geographic area. A random selection of 100 student volunteers were chosen for development of a demographic profile to characterize the group of students who had responded to the program, Operation Student Concern. The chi-square statistic was used to test the null hypothesis, i.e. there were no differences between the student volunteers and the total student body regarding age, sex, degree sought, minority/majority classification and veteran status. Significant differences were found to exist in respect to age, sex, Freshman/Sophomore status, and Veteran status.

A random selection of 72 questionnaires completed by student volunteers as an assessment of the program from their point of view were selected. Responses were tabulated and percentage of response choices determined. In general, more than half of the student volunteers appeared to be very satisfied with the program as it has been operating.

Fifty agencies utilizing the services of VCC volunteers were sent a questionnaire aimed at evaluating the success of the program from the agency point of view. Responses were tabulated and percentages developed. With few exceptions, approximately 90% of the responses were "satisfactory" or above except for the actual number of volunteers. Apparently, there was a demand for additional numbers of student volunteers.

Recommendations included increasing efforts to recruit more students over twenty years of age, more males, more minorities and more veterans; increasing effort to utilize available programs and facilties.

One specific recommendation was to staff the Student Concern Office during the peak-activity hours.

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INTRODUCTION

Regardless of the developing policy, there is a political context weighing upon its evolvement. As was pointed out in the Nova University module guide, "The Educational Policy Systems,". . . "policy decisions at any level are made within the framework of certain external constraints and in a political context involving individual and group interests, attitudes, and influence of the constraints"(1973,10). Blocker, Plummer and Richardson, quoting from a philosophy of the public two-year college, state that, basically, public education should provide "educational opportunity by teaching whatever needs to be learned to whoever needs to learn it, whenever he needs to learn it" (1965:32). Meeting the perceived needs of the community is basic to the philosophy of the community college. Legislative actions on the part of state and national governments have supported these concepts in the past, though often through a fragmentation of programs. Sometimes, however, the political actions of governments come about at a time and in such a way that they enable a community college to develop and implement a policy that directly reflects a recognized need - it is an auspicious occasion when the need is recognized and agreed upon by both the community and the college. Such an occasion is represented by Valencia Community College's Operation Student Concern, community requests, and a government funding program.

Valencia Community College's Operation Student Concern was partially funded by a college allocation of work-study students to the program. This study was conducted to assess the success of the program in meeting a community need for volunteers, the perceived needs of students involved in volunteer activities and to ascertain which student groups were being reached by the program. A random group of 100 students was selected for developing a student profile. A random selection of 72 questionnaires (one-third of total number on file) currently used in the study were tabulated and used to assess student satisfaction with the current program. A questionnaire was developed and sent to a random selection of 50 agencies to determine their satisfaction with the program. The study was undertaken to determine how successfully this program (Operation Student Concern), which involved partial federal funding, was satisfying its stated policy of meeting community needs.

BACKGROUND AND SIGNIFICANCE

A community college whose policies are oriented to meeting the needs of its community is called upon to provide many and varied services. This study will seek to determine how well Valencia Community College is meeting the requests of its area volunteer agencies in securing student volunteers.

On page 1 of the Valencia Community College Policy Manual (No. 6 H x 28: 1-00) one finds

> Policy: In accordance with the principles specified by the Florida State Legislature and outlined by the Community College Council, the following guiding principles were adopted by Valencia Community College: . . . .
>
> B. The college shall provide a diversity of programs to meet the needs of the community.

Having been founded in 1968, Valencia's policy of meeting community needs quickly merged with the spirit of the 1960's which has been called the decade of the volunteer (Wolf). Once the avant-garde, volunteer movements began drawing housewives, executives, senior citizens, high school students, and college students who wanted to give time and energy to community service. Providing community service was clearly spelled out in Valencia's policy. Therefore, when the college was contacted by a social agency in the

geographical area served by the college, an effort was made to meet that agency's need. A likely instructor was located, the need was announced in several classes and volunteers secured. Soon more calls came in from agencies and as requests mounted, the need for an active community volunteer program on campus was apparent. Valencia's experience parallels that of El Camina (Ca) College (Ellish). When the college moved to its new facilities in 1970 and more facilities were completed in 1971, space became available for a formal volunteer program.

But how was it to be staffed and funded? The Federal Register of Wednesday, September 1, 1976, provides description of the solution provided by the federal government. The College Work-Study Program, authorized under Title IV, Part C, of the Higher Education Act of 1965, was established to stimulate and promote the part-time employment of students who need earnings to meet the costs of postsecondary education. Under the program, grants are provided to eligible institutions of postsecondary education to enable the institution to create job opportunities for their eligible students. The institution may arrange employment in work for the institution itself. Up to eighty percent of the student's wages may be paid from the institution's Federal College Work-Study allocation, and the remaining twenty percent, plus any additional employer costs, is paid by the institution. The varieties of jobs work-study students may perform are vast in number and vary with the needs of the student, the institution, and the community.

Three elements were brought together to provide a solution with the establishment of Valencia's Volunteer Referral Service referred to

as Operation Student Concern. The students, expressing a concern with the problems of the American society and indicating a desire, even a need, to do something about them; the college policy of meeting the needs of its community as indicated by agencies' requests for volunteers; and the federal policy of providing work-study assistance to needy students in good standing all came together to benefit the community.

Any assessment of the college's commitment to the concept of volunteerism would have to consider the allocation of a sizable amount of space to Operation Student Concern office space and resources to furnishing that space. The equivalence of two office spaces houses the Student Concern Operation. Among other things, furnishings include four file cabinets, three desks and secretarial chairs, and a lounge chair. Financial support includes postage, paper, printing and partial funding for three student volunteer staff members. The assignment of three Work-Study students to the volunteer program indicates a willingness to support the program. These students could be placed in other college employment positions if the college were not dedicated to the program.

Schools in the 1940's drew heavily from other community activities and the daily life of the town toward fulfilling its purpose. Changes occurred over several decades so that instruction became self-contained units. The occasional field trips ignored the communities' real life curriculum (Curtis). For its first three years, Valencia's Organization Student Concern was under the direction of Dr. William Prentiss, Social Science Chairman, and Mr. Charles Killinger, an ex-Peace Corps member and a person dedicated to the concept of volunteerism. The Social Science Department staff was caught up in the enthusiasm of the leadership

of these dedicated educators, and it became commonplace for partial credit for social science classes to be earned by opening the classroom to the community through volunteer work.

Comparable surveys of volunteering were made by the Census Bureau in 1965 and 1974. It was found that the rate of volunteering for 14 to 24 year olds increased from 14% in 1965 to 20% in 1974. Females volunteered at a greater rate than males. With a level of activity within an order of magnitude of both employment and education, and with an annual value estimated at $7.63 billion, volunteer services deserves to be classified as a major activity for young people. Also volunteer services offers learning opportunities to young people as well as work experience and career exploration (Eberly). Goodman (1973) echoes the monetary benefit to the community but believes the real benefit is in individual growth and improved learning if the volunteer is given a "piece of the action and brought into the decision making process." Valencia Community College social science students were increasingly exposed to these opportunities, thus reflecting the prevailing national movement.

Pearse (1968) states that man's relationship to man is the greatest issue of our day. If young people are to be adequately prepared to deal with the kind of world they are going to have to live in, a very important ingredient would have to be people to people contact. But today the numbers of volunteers at Valencia Community College are diminishing. The enthusiasm, the idealism, the drive to correct societal defects seems to be waning. Dr. Prentiss, Social Science Department chairman,

agrees. He expressed personal and college concern with the problem in a discussion of how to meet the community agencies' need for volunteers. Several questions which deserve answers were brought up if the college is to meet its obligation to the Community and its stated policy.

The Student Concern volunteer staff was concerned with drops in volunteer numbers and willing to cooperate in order to improve their organization and the program in order to make it more effective in meeting college policy and community needs.

PROCEDURE

Definitions

For purposes of this study, the following definitions were employed:

1. Volunteer - A student serving without pay under the aegis of a community service organization.

2. Operation Student Concern - A community service program at VCC which attempts to provide volunteers for non-profit agencies in the community. These agencies depend upon non-paid staffs.

3. Valencia Volunteer Referral Service - Term used for Operation Student Concern in official policy statements.

4. X_1 - for statistical purposes, X_1 was the total school enrollment for Session 2, 1977. N is therefore = to 6545.

5. Session 2 - The second of two 17-week sessions dividing the months September through April.

Limitations

The following limitations were considered as this study was developed:

1. The sample may have been of insufficient size to allow generalizations as to the universe of students.

2. A major limitation of this study was that it depended to a considerable degree on records kept by the Student Concern Operation office which was staffed by students.

3. Despite a jury validation of the Agency questionnaire used in the study, a possible limitation existed that questions could be viewed as ambiguous and difficult to answer. With this in mind, a section for "comments" was provided for each question.

4. It was possible that Agency representatives would have difficulty viewing volunteers with a total composite approach. Because the quality of service rendered by different students could vary (very good or extremely poor), the representative could have been biased by either extreme.

Basic Assumptions

The assumptions on which this study was based were as follows:

1. Although the sample was small, the random selection of student volunteers provided a sample of ages, sex, grade-point average, race, and major field of study that is representative of the student volunteers.

2. It was assumed that Student Concern Operation had kept sufficiently accurate records which would allow a valid study to be conducted.

3. It was assumed that the agencies using student volunteers would understand the value of this study and render candid responses.

4. It was assumed that should considerable statistical discrepancies be found in the study, that it would be important for the administration to realize these discrepancies and attempt to re-develop or re-order the Student Concern Operation in order to strengthen this policy which has considerable support.

5. It was assumed that a satisfactory percentage of responses to the agency questionnaire would be returned.

In order to develop a student demographic profile to characterize the group of students which had been active in the Operation Student Concern Program (Valencia Volunteer Referral Service) at Valencia Community College, a sample of one hundred (100) students was selected for study. Six hundred students had participated in the program since its inception in 1972. A random numbers table and social security numbers were used to make the selection. Using social security numbers, those chosen were located via computer (Student Information Cards) and their age, race, sex, Freshman/Sophomore status, degree sought, minority/majority classification, and veteran status were tabulated.

The student age spread for the sample group was determined. The chi-square statistic was used to test for significant differences between these students and the student body-at-large. Data characterizing the student body-at-large was obtained from Data Processing Services. The procedure was repeated for major classification, sex, veteran/non-veteran status, and race code. Seven race codes are used at Valencia Community College, but the sample group involved only two of these seven codes. The chi-square statistic was proper because nominative data was used. The .05 level of significance was used in this study.

In order to determine how well the Operation Student Concern experiences met the needs of participants and were therefore encouraging and rewarding community service activities, a random selection of

seventy-two (72) Student Evaluation Forms (Appendix A) was made. Data from these Student's Evaluation Form for Valencia Volunteer Experiences in Operation Student Concern (Appendix A) was tabulated and presented in descriptive form. Percentages analyses of responses to the individual items as well as totals to the instrument were presented. This form has been used by Operation Student Concern for two years.

In order to determine the degree to which Valencia Community College's (VCC) policy and the goals of Operation Student Concern were being met, a questionnaire, Agency Evaluation Form for Valencia Volunteer Referral Service, Operation Student Concern was developed (Appendix C). The questionnaire was juried by three faculty members (2 Communications faculty, 1 Humanities faculty) and by three community agencies. The original questionnaire was modified to conform to the suggestions of the jury. The revised questionnaire was resubmitted and proved acceptable to the jury.

The Agency Evaluation Form (Appendix C) was sent to a random sample of fifty (50) agencies which had utilized VCC volunteers. Of the one hundred fifty volunteer service agencies requesting student volunteers, students have routinely been assigned to approximately eighty of these organizations. Data was tabulated and presented as percentages in order to facilitate the evaluations.

The following null hypotheses was utilized in this study:

H_o: No significant differences exist between the two groups, X_1 and X_2, when contrasted with the variables age, sex, race, class status, degree program or Veteran status.

H_a: If the calculated chi-square value exceeds the critical value at P. = .05, a significant difference exists.

RESULTS

Tables 1-7 present data which compares the randomly selected one hundred (100) Operation Student Concern Volunteers (X_2) with the student body at large (X_1). The two groups were tested for significant differences in age, sex, race, freshmen/sophomore status, degree program, and veteran/non-veteran status.

Table 1 presents data relating to the age of the student body at large (X_1) and the student volunteers (X_2). The number (N) of the sample group (X_2) represented 100 students selected at random (using a random numbers table) from the 600 students who had served as an Operation Student Concern Volunteer since the program's inception in 1972.

Table 1

Age Distribution

Student Volunteers (X_2)/Student Body at Large (X_1).

Age (years)	X_1 N	X_1 Percent	X_2 N	X_2 Percent
18-20	2866	44	57	57
21-25	1530	23	15	15
26-30	949	14	14	14
31-35	440	7	7	7
36-40	348	5	4	4
41-45	248	4	1	1
46-50	164	3	2	2

Not Significant: calculated $X^2 = 9.376$, df = 6, critical $X^2 = 12.59$

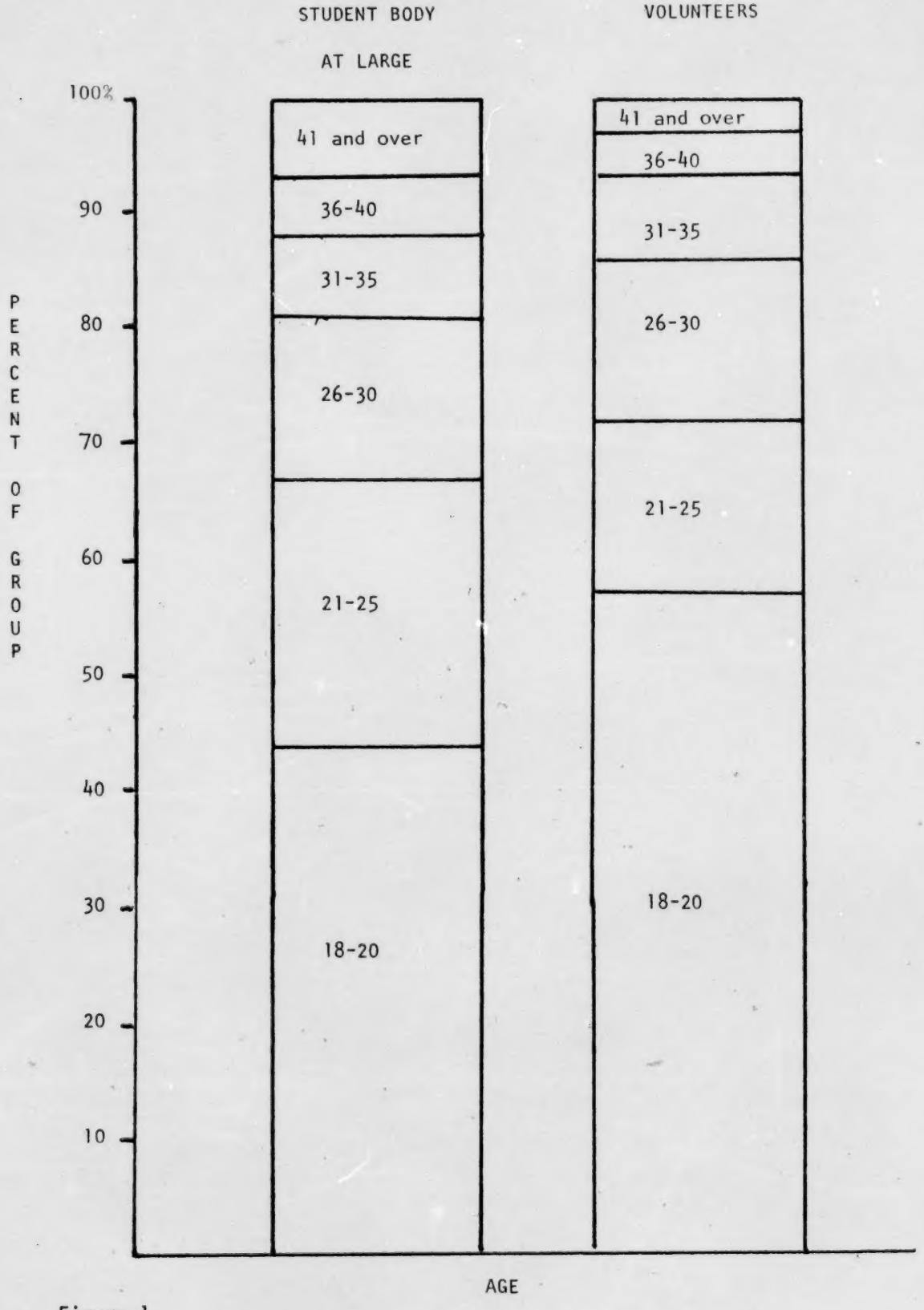

Figure 1.

Graphical Presentation of Age Distribution
(No significant differences between groups)

The chi-square statistic was used to test for significant differences (P = .05) between the student body at large and the student volunteers. Within the age groupings utilized, no significant difference was found (Table 1 and Figure 1), therefore, the age moiety of the null hypothesis cannot be rejected.

Table 2 presents the same data but using a different range of age combinations: $\leq$ 21, 21-30, 31-40, 41 and older. Even though there appeared to be no significant difference between the two groups using a five year span (Table 1), the graph representing this data (Figure 1, page 13) provided interesting observations. The data suggested that a different combination of ages might provide a more sensitive comparison of the student-population two groups.

Table 2

Age Distribution

Student Body-at-large (X_1)/ Student Volunteers (X_2)
(Raw Numbers and Percentages)

Ranges	$\leq$ 20	21-30	31-40	41 and older
X_1	581 (14%)	2479 (60%)	788 (19%)	288 (7%)
X_2	57 (57%)	29 (29%)	11 (11%)	3 (3%)

Significant: calculated $X^2 = 140.97$, df = 3, P = .001, critical $X^2 = 16.27$

Utilizing the revision of the age distributions a highly significant difference (Table 2 and Figure 2) became evident. This age distribution caused the age moiety of the null hypothesis to be rejected.

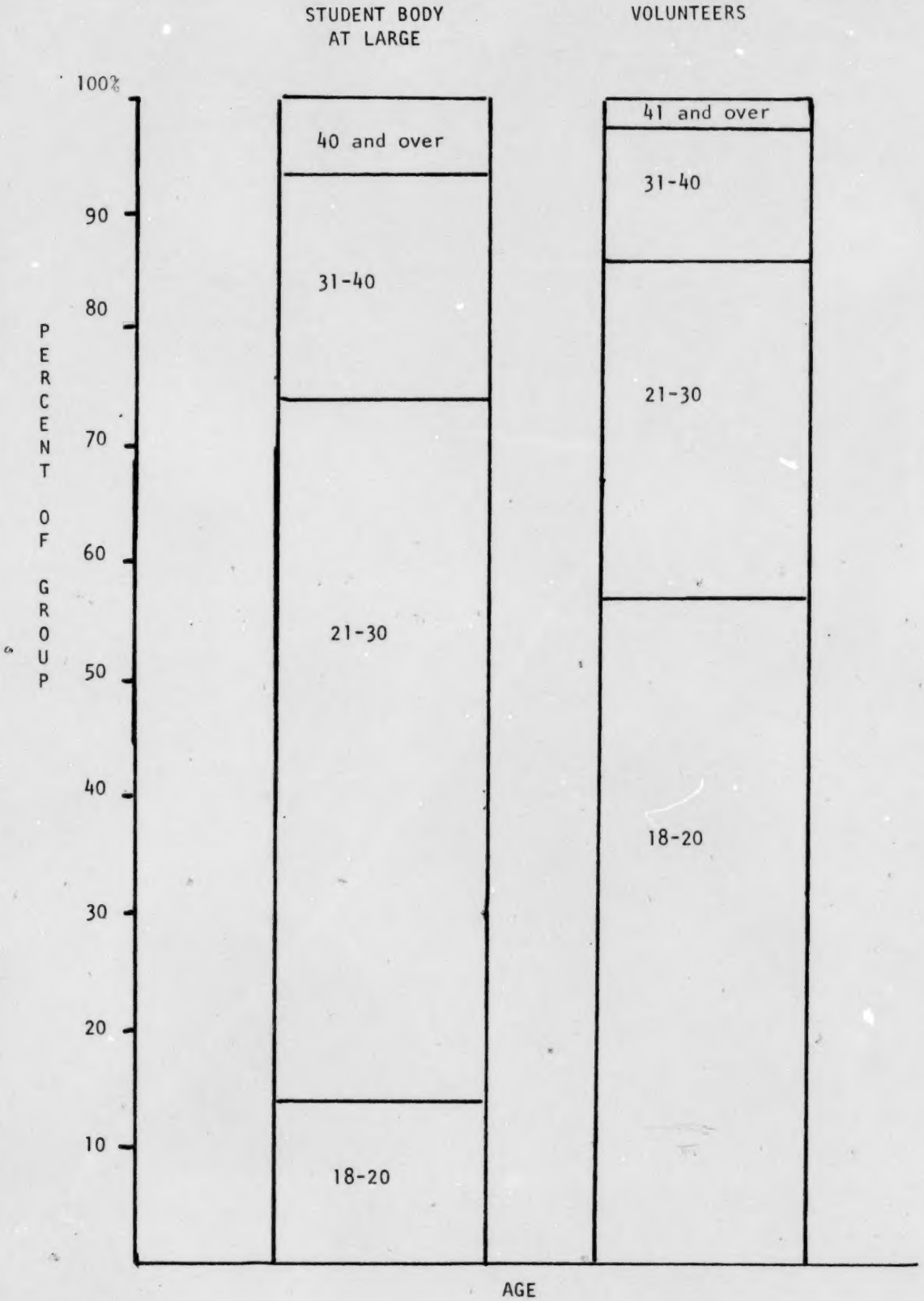

Figure 2. Graphical Presentation of Age Distribution

Fifty-seven percent (57%) of the volunteers were twenty years of age or younger compared with 14% of the student body at large. Twenty-nine percent of the volunteers were between 21 and 30 years of age compared with 60% of the student body at large. Almost twice as many of the total student body (19%) were ages 31-40 when compared with the volunteers (11%). Over twice as many students at large (7%) were age 41 years or older compared with 3% of the volunteers (See figure 2.)

Table 3

Distribution by Sex
Student Body at Large (X_1)/Student Volunteers (X_2)

Sex	X_1 N	X_1 Percent	X_2 N	X_2 Percent
Males	4162	52	28	28
Females	3867	48	72	72

Significant: calculated $X^2 = 22.47$, df = 1, P = .001, critical $X^2 = 10.83$

The data presented was analyzed to determine if significant differences existed between the number of males and females of the universe and those of the student volunteers. Significant differences were observed at the P = .001 level of significance. Among the students at large, 52% of the students were male; 48% were female. The number of male volunteers was 28% while the females accounted for 72% of the student volunteers. The sub-section of H_o regarding the variable sex was therefore rejected.

Table 4 presents data comparing the distribution by Civil Rights Category (Race) of the student body at large (X_1) and the student volunteers (X_2).

Table 4A

Distribution by Civil Rights Category
Student Body at Large (X_1)/Student Volunteers (X_2)

Civil Rights Category	X_1		X_2	
	N	Percent	N	Percent
Caucasian	6882	88	93	93
Black	897	12	7	7

No Significance: calculated $X^2 = 1.99$, df = 1, critical $X^2 = 3.84$

Data involving civil rights category was tabulated. Using the chi-square statistic at P = .05 level of significance, no significant differences were observed. The data was analyzed using only those categories into which the volunteers fell (Caucasian, Black). Among the student body at large, Hispanics comprised 1.3% and others (Indians, Orientals, Iranians) accounted for .03%. Because no volunteer was representative of these, minority groups were not included in Table 4.

By combining all minority groups, the following data was obtained

Table 4B

Distribution by Civil Rights Category
Student Body at Large (X_1)/Student Volunteers (X_2)

Civil Rights Category	X_1		X_2	
	N	Percent	N	Percent
Caucasian	6882	87	93	93
Others (Blacks, Hispanic, Oriental, Indian)	1011	13	7	7

Not Significant: calculated $X^2 = 2.99$, df = 1, critical $X^2 = 3.84$

Using the chi-square statistic to test for significant differences, no such differences were noted. The sub-section of H_o regarding racial distribution could not be rejected. Eighty-seven percent (87%) of the students at large were composed of Caucasians while this same group made up 93% of the student volunteers. All minority groups respresented 13% of the total population compared to 7% of the student volunteers.

Table 5 presents data comparing the distribution by freshman/sophomore classification of the student body at large (X_1) and the student volunteers (X_2).

Table 5

Distribution by Freshman/Sophomore Classification
Student Body at Large (X_1)/Student Volunteers (X_2)

Classification	X_1		X_2	
	N	Percent	N	Percent
Freshman	5759	77	59	59
Sophomore	1761	23	41	41

Significant: calculated $X^2 = 16.8$, df = 1, critical $X^2 = 10.83$ P = .001

Utilizing the chi-square statistic at P = .001 level of significance, significant differences were observed in a comparison of freshmen to sophomore students. The class status moiety of H_o was, therefore, rejected.

The differences appeared to be in the fact that, among volunteers, 41% were sophomores compared to 23% of the total student body. Freshmen comprised 59% of the volunteers compared with 77% of the student body at large.

Table 6 presents data comparing the student body at large (X_1) with the student volunteers (X_2) according to whether they were enrolled in a college parallel program (AA) or a Career Program (AS).

Table 6

Distribution by College Program
Student Body at Large (X_1)/Student Volunteers (X_2)

Program	X_1		X_2	
	N	Percent	N	Percent
AA	4482	61	68	68
AS	2880	39	32	32

No Significance: calculated $X^2 = 2.10$, df = 1, critical $X^2 = 3.84$

No significant differences were observed in a comparison of the volunteers with the student body at large regarding college program selected. This data was tested via the chi-square statistic. The section of H_o regarding degree program could not be rejected. Sixty-one percent (61%) of the universe sought an Associate of Arts (transfer) degree compared with 68% of the volunteers. Thirty-nine percent (39%) of the students at large were seeking an Associates of Science (Career) degree; 32% of the student volunteers sought a career degree.

Table 7 presents data comparing the distribution of students at large (X_1) with student volunteers (X_2) according to veteran status.

Table 7

Distribution by Veteran Status
Student Body at Large (X_1)/Student Volunteers (X_2)

Veteran Status	X_1		X_2	
	N	Percent	N	Percent
Veteran	1785	22	20	20
Non-Veteran	6244	78	80	80

Not Significant: calculated $X^2 = .285$, df = 1, critical $X^2 = 3.84$

No significant difference between the two groups regarding Veteran Status existed. Nearly identical ratios of veterans - non-veterans were observed in both X_1 and X_2 groups.

The veteran status section of the null hypothesis could therefore not be rejected.

Seventy-two STUDENT'S EVALUATION FORM FOR VALENCIA VOLUNTEER EXPERIENCES IN OPERATION STUDENT CONCERN (Appendix A) were selected at random for analysis to determine student satisfaction with their volunteer service. Responses were tabulated and percentages computed.

Tables 8-15 present data reflecting student volunteers' evaluation of their experiences in Operation Student Concern (see Appendix A).

Table 8 refers to the volunteers' assessment of their training for volunteer work. Students were asked to rate their satisfaction with their training as an Operation Student Concern volunteer.

Table 8

Student Response/Volunteer Training
Questionnaire Item: "Training for your volunteer work."

Response Choice	Percent	N (68)
(1) Unsatisfactory	18	12
(2) Satisfactory	31	21
(3) Very Satisfactory	29	20
(4) Ex-Good	22	15

Of the students replying, 18% reported that their training was "unsatisfactory"; 31% felt training for volunteer work was "satisfactory". A total of 51% apparently felt the training they had received was more than satisfactory.

Table 9 presents data involving the cooperation of the community agency supervisors.

Table 9

Student Response/Supervisors
Questionnaire Item: "Cooperation of agency supervisors"

Response Choice	Percent	N (72)
(1) Unsatisfactory	6	4
(2) Satisfactory	18	13
(3) Very Satisfactory	23	17
(4) Ex-Good	53	38

Only 6% of the student volunteers reported that "cooperation of agency supervisors" was unsatisfactory. Eighteen percent answered that such cooperation was "satisfactory" compared to almost 75% who reported supervisor's cooperation was "very satisfactory" or "extremely good."

Table 10 presents student responses to the degree that they found co-workers helpful.

Table 10

Student Response/Co-Workers
Questionnaire Item: "Helpfulness of Co-Workers"

Response Choice	Percent	N (72)
(1) Unsatisfactory	3	2
(2) Satisfactory	18	13
(3) Very Satisfactory	28	20
(4) Ex-Good	51	37

Three percent of the students reacted to co-worker helpfulness as "unsatisfactory." Eighteen percent reported that co-workers helpfulness was "satisfactory" while 28% reported that it was "very satisfactory." Fifty-one percent gave the answer, "Ex-Good", as their response.

Table 11 presents data reflecting students' impression of their general experience as a volunteer.

Table 11

Student Response/Overall Experience
Questionnaire Item: "Overall experiences you have had as a volunteer"

Response Choice	Percent	N (69)
(1) Unsatisfactory	6	4
(2) Satisfactory	19	13
(3) Very Satisfactory	29	20
(4) Ex-Good	46	32

Six percent of the students acknowledged an unsatisfactory overall experience as a volunteer while 19% reported their experience as "satisfactory." Twenty-nine percent replied that their experience was "very satisfactory" compared with 46% who claimed an "Ex-Good" experience.

Table 12 presents data from students' assessments of the career possibilities of the type of work they did as a volunteer.

Table 12

Student Response/
Volunteer Work as a Possible Career
Questionnaire Item: "For your career, how would you consider this type of work to be?"

Response Choice	Percent	N (72)
(1) Unsatisfactory	10	7
(2) Satisfactory	19	14
(3) Very Satisfactory	28	20
(4) Ex-Good	43	31

Seven students (10%) revealed they would consider their type of volunteer work "unsatisfactory" as a career choice; 19% responded that it would be "satisfactory." Over fifty percent answered that the work would be more than satisfactory as a career choice.

Table 13 presents student evaluation of their ability to get to and from the volunteer agency.

Table 13

Student Response/Transportation
Questionnaire Item: "Your system of transportation to and from your agency."

Response Choice	Percent	N (66)
(1) Unsatisfactory	3	2
(2) Satisfactory	30	20
(3) Very Satisfactory	24	16
(4) Ex-Good	43	28

Thirty-three percent of the student volunteers' responses indicated that their transportation to and from their agency was unsatisfactory (3%) or satisfactory (30%). Twenty-four percent responded that transportation was "very satisfactory";43% indicated that it was extremely good.

Table 14 reports student evaluation of the assistance they received from Operation Student Concern during their volunteer-experience.

Table 14

Student Response/Student Concern Assistance
Questionnaire Item: "The assistance the Operation Student Concern has provided for you"

Response Choice	Percent	N (59)
(1) Unsatisfactory	8	5
(2) Satisfactory	47	27
(3) Very Satisfactory	25	15
(4) Ex-Good	20	12

Five students (8%) indicated they had received "unsatisfactory" assistance from the Operation Student Concern staff; 47% reported it to be "satisfactory." Twenty-five percent (25%) reported that assistance was very satisfactory with an additional 20% responding with "Ex-Good."

The students' response to the last item on the questionnaire is presented in Table 15. They were asked to indicate their satisfaction as a student volunteer with their experience as it contributed to their educational goals and experiences.

Table 15

Student Response/Educational Goals and or Experiences
Questionnaire Item: "Contribution to educational/ goals/experiences"

Response Choice	Percent	N (57)
(1) Unsatisfactory	7	4
(2) Satisfactory	26	15
(3) Very Satisfactory	21	12
(4) Ex-Good	46	26

Seven percent(7%) of the students gave an answer of "unsatisfactory" regarding their volunteer service contributing to their educational goals and experiences; 26% found it to be "satisfactory." Twenty-one percent (21%) found it to be "very satisfactory" and 46% rated their experience as "Ex-Good."

Fifty agencies who had used or were using student volunteers from Valencia Community College were selected at random and mailed a questionnaire, a cover letter and a pre-paid self-addressed return envelope. Thirty-nine (39) agencies completed and returned the evaluation form, Appendix B. This response rate (62%) is within the range

established by Barton in a discussion during a class presentation of the research model (1975). Responses were tabulated and percentage responses to individual items were computed.

The data in Tables 16021 reflects the Agencies' response to "Agency Evaluation of Valencia Volunteer Referral Service (Operation Student Concern)." A space for "comments" followed each questionnaire item.

Table 16

Agency Response/Volunteer's Commitment
Item 1. "The VCC volunteer's commitment to the concept of volunteerism is (has been)"

Response Choice	Percent	N (37)
Unsatisfactory	8	3
Satisfactory	32	12
Very Satisfactory	28	10
Extremely Good	32	12

Over 50% of the agencies' responses indicated that the VCC volunteers' commitment to the concept of volunteerism was "very satisfactory" or "extremely good." Thirty-two percent (32%) reported commitment as satisfactory compared with eight percent (8%) who reported it as "unsatisfactory."

One comment was received. "There seems to be a loss of interest on the part of students to do volunteer work."

The VCC volunteer's general job performance as rated by the agency is reported in Table 17.

Table 17

Agency Response/Volunteer's Job Performance
Item 2: "The VCC volunteer's overall job performance is (has been)"

Response Choice	Percent	N (36)
Unsatisfactory	8	3
Satisfactory	33	12
Very Satisfactory	36	13
Extremely Good	23	8

Fifty-nine percent (59%) of the agencies responded that the overall job performance of volunteers was very satisfactory to ex-good. Thirty-three percent replied that it was "satisfactory." Three agencies (8%) acknowledged that their volunteers' overall job performance was unsatisfactory.

No comments were received.

The agencies' responses regarding the students' ability to work cooperatively with other agency workers is presented in Table 18.

Table 18

Agency Response/Cooperation of Students With Other Workers
Item 3: "The VCC volunteer's ability to work cooperatively with co-worker(s) is (has been)"

Response Choice	Percent	N (36)
Unsatisfactory	0	0
Satisfactory	36	13
Very Satisfactory	25	9
Extremely Good	39	14

No agency responded that VCC volunteers were "unsatisfactory" in their ability to work cooperatively with agency co-workers. Thirty-six percent (36%) rated their ability to work cooperatively as "satisfactory," 25% as "very satisfactory," and 39% as "extremely good."

No comments were received.

The Agencies' ratings of student dependability is reported in Table 19.

Table 19

Agency Response/Student Dependability
Item 4: "The VCC volunteer's overall dependability is (has been)"

Response Choice	Percent	N (39)
Unsatisfactory	8	3
Satisfactory	33	13
Very Satisfactory	33	13
Extremely Good	26	10

Three agencies (8%) rated the VCC volunteers dependability as "unsatisfactory." One-third of the agencies found the volunteers "satisfactory"; one-third found them to be "very satisfactory." Twenty-six percent (26%) rated the dependability factor "extremely good."

One comment was received. "They have committed themselves to days and times. We receive a call if they are unable to attend."

The Agencies were asked to evaluate the volunteer's attitude toward tasks and responsibilities they were assigned. This data is presented in Table 20.

Table 20

Agency Response/Volunteer Attitude
Item 5: "The VCC volunteer's general attitude toward assigned tasks and responsibilities is (has been)"

Response Choice	Percent	N (39)
Unsatisfactory	3	1
Satisfactory	31	12
Very Satisfactory	31	12
Extremely Good	35	14

One agency reported their VCC volunteers had exhibited an "unsatisfactory" attitude "toward assigned tasks and responsibilities." Thirty-one percent (31%) responded that volunteer attitude was "satisfactory" while another 31% rated it as "very satisfactory." Thirty-five percent (14 agencies) replied that volunteer attitude was "extremely good."

No comments were received.

The degree to which VCC has been able to meet the Agencies' need for volunteers was assessed. Data of responses is presented in Table 21.

Table 21

Agency Response/Need for VCC Volunteers
Item 6: "The actual number of volunteers provided by the Valencia Volunteer Referral Service (Operation Student Concern) is"

Response Choice	Percent	N (39)
Unsatisfactory	34	13
Satisfactory	51	20
Very Satisfactory	5	2
Extremely Good	10	4

In responding to the question of recommending that a fellow agency use VCC volunteers in their community service program, 30 (77%) agencies checked "yes." No agency responded, "no." There was no response from 9 agencies (23%).

Thirteen agencies (34%) indicated they found the number of VCC volunteers they were receiving was "unsatisfactory." Fifty-one percent responded that the number was "satisfactory." Two agencies (5%) found the number "very satisfactory" while 4 agencies (10%) replied that the number was "extremely good."

Comments included the following:

"We need more good volunteers."
"Our one experience was very good. She was with the cooperative education program and was able to volunteer four hours a week for a full quarter. Our program is not set up to utilize volunteers that only want to give 20 hours total."
"We certainly hope we will be having more students."
"I have had two VCC volunteers and both were outstanding. Thank you." (Number marked "extremely good.")
"We would like to have more."
"The lack of student concern is not limited to just VCC. We do appreciate the help you have given us and wish you much success in the future."
"Actual number of volunteers marked 'satisfactory' but we could use more."
"College students work very well as volunteers if we could get more interested."
"We have only one active volunteer now. She is great."
"We received three volunteers initially -- one came only for the interview and then left for a paid job. The second stayed only through her government class as a requirement for that class. There was no commitment to anything in the center on her part. Our remaining girl has been exceptional in every way -- it is a pleasure to have her."
"We could use more of your volunteers."

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Discussion and Significance

The data indicates some interesting comparisons between the students-at-large and the student volunteers involved in Operation Student Concern.

Using a five year age range, the volunteer group did not exhibit a significant difference with that of the total population (Table 1, Figure 1). When a ten year span was examined, a significant difference at P = .001 was discovered. The discrepancy was apparently due to the larger number (57%) of student volunteers in the age range of $\leq$ = 20. Whereas 60% of the total school population was between 21 and 30, only 29% of the volunteers fell into this age group. Approximately twice the proportion of this age group existed in the at-large group as compared with the student volunteers.

A significant difference in the distribution of the two groups is determined by sex. This highly significant difference is reflected by the student volunteers composition of female students (72%) which is a much larger proportion than that of the population-at-large (48%). Males, who comprise over 50% of the total school population, represented a little over 25% of the volunteers. It is possible that students assume that volunteers are usually female; volunteering is something males do not do. This attitude would probably be reflective of the population at large. Students would, therefore, be reflecting the societal strata from which they are drawn.

No significant difference was existed between the two groups regarding Civil Rights Category (race) when the groups considered were Caucasian and Black, the only two groups from which volunteers came. When other minority groups (1.3% Hispanics and .03% Indians, Orientals and Iranians) were added, no significant difference was found. Apparently minority groups perform volunteer service in proportion to their number in the student body at large. It should be noted that minorities comprise a small percent of total. This data indicated that as affirmative action programs are instituted, the number of minorities will increase and the number of minority volunteers will increase proportionately.

Distribution of students by Freshmen/Sophomore category showed a highly significant difference. Apparently fewer freshmen and more sophomores than was expected engaged in volunteer service. This contrasts with the larger number of 20 years of age and younger students who were involved with Operation Student Concern. It is interesting to speculate that the older students are working at paying jobs for more hours each week and, therefore, are not able to spare the time for volunteer services.

No significant difference was found to exist regarding distribution of students by college program (Table 6). Apparently the student bound for the four year college does not engage in volunteer activities any more or less than does the student who plans to enter his chosen career field at the end of two years. There was no difference in the selected fields of the two groups (X_1 and X_2) either. Those who recruit volunteers each session by speaking to classes emphasize the chance to

explore chosen fields. They also remind students that volunteer experience can become a resume' item. Apparently these suggestions were perceived by and appeal to both groups equally.

Data indicated no significant difference in distribution by veteran status. Apparently the veteran's respond to the volunteer program in expected numbers. If more emphasis were placed on male participation in the program (most veterans are males), it is interesting to speculate as to what effect this could have on the number of volunteers from this group. Because of the need for more volunteers, an increase in any category would strengthen the program.

The students' responses to an analyses of their perceptions of their experience as a student volunteer, STUDENTS EVALUATION FORM FOR VALENCIA VOLUNTEER EXPERIENCES IN OPERATION STUDENT CONCERN (APPENDIX A), present some interesting results, especially if one considers a response of "satisfactory" as minimal.

Information relating to the volunteer agencies preparation of the student for his volunteer service (Table 8) indicated that approximately one out of six (18%) students were not satisfied with their preparation. Accepting "satisfactory" as indicating a minimal training, 21 students responded without enthusiasm. Approximately 50% of the students were more than satisfied with the training they received from their agency. The training could constitute work experience and, if so, over 70% of the students have received experiential education.

How was the supervision provided the student while serving the agency received by the student?

Data indicated that overall reaction to agency supervisors was very good (Table 9). Seventy-six percent (76%) of the students rated the cooperation of the agency supervisors as more than satisfactory. About one in five felt it was satisfactory. Four students (6%) reported the cooperation of their agency supervisor as less than satisfactory. Data would indicate a strong vote of confidence for the supervision provided by the agencies.

Data revealed that, in general, agency co-workers were very helpful (Table 10). Almost 80% of the student volunteers rated the co-workers as more than satisfactory. About twenty percent felt they were satisfactorily helpful. Only two students (3%) felt co-workers were not helpful. This would indicate that the students felt comfortable in their service-work environment. Apparently they were accepted by the workers. This data suggested that they were able to work as an integral part of the service since they indicated very little dissatisfaction with their co-workers.

An effort was made to ascertain the satisfaction or dissatisfaction felt by the student to an experiental educational experience.

In evaluating their overall experience as a volunteer, three-fourths of the students reported that it was more than satisfactory (Table 11). About twenty percent rated their experience as "satisfactory." Apparently four students (6%) found the experience less than satisfactory. These students were free to select the agency with which they worked. Over three-fourths of the students selected for study reported that they would consider the type of work they had

engaged in more than satisfactory as a career (Table 12). Nineteen percent apparently felt the agency work would make a satisfactory career. Seven students (10%) replied that such work would not be satisfactory.

One of the advantages provided by an experience such as volunteer service is that the student was able to explore fields they may consider for future careers. This helps prevent students from pursuing a course of study only to learn later that it was not what they thought it was.

Valencia has a "walk-on" student body, no dormitories. There was no mass transportation system available. Some students were members of carpools. A question was included to determine if transportation proved to be a problem and, if so,to what degree.

Among the students studied, 98% indicated they had no difficulty with transportation to or from the agency. Two students (3%) apparently had difficulty (Table 13).

During the six month absence of the instructor who sponsored and supervised Operation Student Concern for several years, a "volunteer" instructor was recruited to manage the program. No release-time was given for the supervisory tasks. Interest in the program apparently diminished, both on the part of the department and the student staff.

A question (Table 14, page 28), sought to get a cross-section of student views of their satisfaction with the program as it responded to their needs. In rating the assistance given them by Operation Student

Concern, 55% of the students appeared to be more than satisfied. Forty-seven percent reported they had received satisfactory assistance, while five students (8%) were apparently not satisfied with the aid they had received from the Student Concern Office (Table 14).

Because this was a sample drawn over an extended period of time, the data may not accurately represent the feelings of the students since the change in leadership occurred.

One purpose of education is to provide students with a variety of learning experiences. The next item (Table 15) sought to assess student reaction to the volunteer experience as it contributed to their educational goals and experiences. Sixty-seven percent expressed great satisfaction. They apparently found the experience a rewarding one. Less than a third responded with a minimum (satisfactory) of enthusiasm or reported that it was unsatisfactory. Apparently volunteer experiences are considered worthwhile as an educational adjunct experience.

Of the fifty agencies utilizing the services of VCC volunteers sent questionnaires, 39 responded. This was a 62% response rate. The purpose of the questionnaire was to determine how satisfactorily VCC was meeting agency needs for volunteers and to ascertain the quality of service the volunteers were providing. According to Barton (1975), the 62% was within the range of response necessary for a valid analysis.

Sixty percent of the agencies (Table 16) reported that the volunteers were very committed to the concept of volunteerism. Thirty-two percent responded that commitment was satisfactory. Only 3 agencies (8%) apparently felt students should feel more dedication to serve the

community. One agency reported what Scharffenberger (1977, 46) indicated in her article, a diminishing interest on the part of students to do volunteer work.

Data revealed the agencies were very satisfied with the overall job performance of VCC volunteers (Table 17). Fifty-nine percent (59%) reported the student's job performance was above that expected (satisfactory). Thirty-three percent (33%) indicated their volunteers' overall job performance was satisfactory. Three agencies (8%) apparently felt student performance was less than satisfactory.

It was noted that three "unsatisfactory" responses turned up frequently (Tables 16, 17, 19). A review of the questionnaires revealed that these responses came from the same three agencies. These three agencies indicated they had had only one volunteer each. The agencies did not rate their volunteer "unsatisfactory" in all categories and did indicate they would appreciate other volunteers.

Valencia volunteers apparently worked very well with agency co-workers (Table 18). Sixty-four percent (64%) of the agencies reported volunteers cooperated "very satisfactorily" or "extremely" well with co-workers. Thirty-six percent perceived the volunteers as satisfactorily working with co-workers. No agency reported unsatisfactory cooperation by volunteers of VCC. This compares favorably with student reaction to their co-workers (Table 10); almost 70% of the students were very pleased with their co-workers cooperation.

Apparently VCC volunteers are performing their services with

much dependability. Data (Table 19) shows that 59% of the agencies report the student performance as above average (very satisfactory - 33%, extremely good - 26%). One-third responded that they were dependable (satisfactory). Three agencies (8%) expressed dissatisfaction with the dependability of their VCC volunteers. One agency reported that students reported by phone if they were unable to fulfill their volunteer obligation. Apparently the service agencies are pleased with the dependable service supplied by VCC volunteers.

With regard to student attitude toward assigned tasks and responsibilities, agencies generally rated the VCC students high. Sixty-six percent (66%) indicated they found student attitude better than average (very satisfactory and especially good), Table 20. Thirty-one percent indicated students met their expectations (satisfactory) compared to 3% (one agency) which apparently had a bad experience with their volunteer(s). Apparently VCC volunteers provide capable and responsible services.

Of the thirty-nine agencies responding, thirty-one responded that they would recommend VCC volunteers to fellow social service agencies who used volunteers. Apparently the students are performing their responsibilities in a satisfactory or more-than-satisfactory manner. Of the eight agencies who failed to respond to this item, only three rated the students more or less consistently low. Six of the eight made comments to the effect that they could use more volunteers. It is possible that, being the last item, it was overlooked by the respondents.

In summary, the major problem reported by the agencies was securing more volunteers. Those secured apparently perform in a satisfactory manner as tested by this survey.

Table 21 presents data referring to Valencia's ability to provide the number of volunteers agencies desire from this source. Fifty-one percent indicated the number was satisfactory. Of these twenty agencies, 10 had listed comments indicating a desire for more volunteers. Apparently there was a reluctance on the part of some respondents to rate the number as "unsatisfactory". Comments tended to indicate a satisfaction with the number received but a desire (and need) for additional volunteers. Of the six agencies responding "very satisfactory" (5%) or "extremely good" (10%), five were schools using student volunteers as teacher's aids. Because the instructor of education courses strongly supports this type of volunteer activity, needs are generally more adequately met than were the needs in other areas. All of the other classes which routinely offer partial credit for volunteer activities were also in the Social Science Department. Each Psychology instructor and Political Science instructor has elected to use volunteer service as an option for credit if he felt the activity were worthwhile. That is, participation is optional. As Scharffenberger indicated (1977: 46), the number of volunteers has been greatly reduced in the past two years. Instructor-support of the activity appears to have diminished. Indications were that the limited support and diminished interest on the part of the Social Science instructors (except for education and a few Political Science and Psychology instructors) may

have been influential in determining the agencies to which the students have applied. If other departments were involved in recruiting volunteers, a more varied group of agencies could be served.

Recommendations

From the data collected and analyzed in this study, the following recommendations were made:

1. It was recommended that brochures and other recruitment items be developed with attention given to drawing membership from the 20-30 and 31-40 age group. If possible, materials such as brochures should be available at the time of recruiting in classes. These should involve a wider variety of agencies which would appeal to all age groups and personality-types. Telephone numbers and contact persons should be included in the presentation and the promotional materials.

2. It was recommended that recruitment materials and presentations assign more emphasis to bringing males into the program. Males should become aware that they are needed and desired as volunteers by the service agencies.

3. It was recommended that wider use be made of the free standing bulletin boards in all modules for creating interest in volunteer service activities. Attention should be paid to lesser known agencies.

4. It was recommended that departments other than Social Science be contacted as possible sources of volunteers. Volunteers

with many talents are needed, the Fine Arts Department, Music, Communications, and the Humanities are obvious sources. For example, the Language Department should be contacted for assistance with bilingual children or older persons wishing to learn English. Effort should be made to encourage partial credit in all departments for actual practice in the field such as the volunteer service would provide.

5. It was recommended that volunteers to act as Operation Concern Assistants should be secured so that someone is available from 9-2 each day to answer the phone and answer questions.

6. It was recommended that instructors who have student volunteers should be provided with student evaluation forms. These should be used as part of the partial-credit plan. The Student Concern Office should receive these via the instructor.

7. It was recommended that the agency evaluation form should be returned to the instructor by the student to assure they are returned. The instructor should forward the form to the Student Concern Office. This would improve the overall evaluation system as well as the record-keeping system.

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APPENDIX

APPENDIX A

STUDENT'S EVALUATION FORM FOR VALENCIA VOLUNTEER
EXPERIENCES IN OPERATION STUDENT CONCERN

DATE OF EVALUATION: _____

NAME OF VOLUNTEER: _____ AGENCY SERVED: _____

DATE SERVICE BEGAN: _____

ARE YOU STILL SERVING AGENCY? _____YES _____NO

IF "NO", PLEASE GIVE APPROX. DATE OF TERMINATION AND WHY? _____

PLEASE INDICATE YOUR SATISFACTION AS A OPERATION STUDENT CONCERN VOLUNTEER FOR EACH OF THE TOPICS LISTED BELOW:

WORK AT AGENCY	UNSATISFACTORY (1)	SATISFACTORY (2)	VERY SATISFACTORY (3)	EX-GOOD (4)
TRAINING FOR YOUR VOLUNTEER WORK	( )	( )	( )	( )
COOPERATION OF AGENCY SUPERVISORS	( )	( )	( )	( )
HELPFULNESS OF CO-WORKERS	( )	( )	( )	( )
OVERALL EXPERIENCES YOU HAVE HAD AS A VOLUNTEER	( )	( )	( )	( )
FOR YOUR CAREER, HOW WOULD YOU CONSIDER THIS TYPE OF WORK TO BE?	( )	( )	( )	( )
YOUR SYSTEM OF TRANSPORTATION TO AND FROM YOUR AGENCY	( )	( )	( )	( )
THE ASSISTANCE THE OPERATION STUDENT CONCERN PROGRAM HAS PROVIDED FOR YOU	( )	( )	( )	( )
CONTRIBUTION TO EDUCATIONAL GOALS/EXPERIENCES	( )	( )	( )	( )

DO YOU WORK AT A PAYING JOB? HOW MANY HOURS/WEEK? _____

PLEASE INDICATE: YOUR MAJOR (S) _____ YOUR CLASS LEVEL _____
YOUR SEX: _____ YOUR AGE _____

THANK YOU FOR YOUR ASSISTANCE, THIS INFORMATION WILL HELP US EVALUATE THE MERITS OF THE OPERATION STUDENT CONCERN PROGRAM.

APPENDIX B

AGENCY EVALUATION FORM FOR VALENCIA VOLUNTEER
REFERRAL SERVICE OPERATION STUDENT CONCERN

DATE: _____

NAME OF AGENCY: _____ EVALUATOR: _____

NAME OF VOLUNTEER: _____

DESCRIPTION OF VOLUNTEER'S MAIN JOB (S) _____

DATE VOLUNTEER BEGAN SERVICE: _____
IS VOLUNTEER STILL ACTIVE? _____YES _____NO IF NO, PLEASE GIVE APPROXIMATE DATE OF TERMINATION: _____

PLEASE EVALUATE THE VOLUNTEER OF EACH OF THE FOLLOWING CRITERIA:

VOLUNTEER'S	UNSATISFACTORY (1)	SATISFACTORY (2)	VERY SATISFACTORY (3)	EX-GOOD (4)
GENERAL ATTITUDE TOWARD JOB	( )	( )	( )	( )
GENERAL ATTITUDE TOWARD CO-WORKER (S)	( )	( )	( )	( )
JOB PERFORMANCE	( )	( )	( )	( )
OVERALL DEPENDABILITY	( )	( )	( )	( )

ADDITIONAL COMMENTS ON EVALUATION OF VOLUNTEER'S WORK: _____

Suggestions or comments about your Operation Student Concern volunteers or the overall Operation Student Concern Program.

lepWe

APPENDIX C

Agency Evaluation of Valencia Volunteer Referral Service
(Operation Student Concern)

Date: _____

Name of Agency: _____

Evaluator: _____ Position: _____

Please evaluate the Valencia Referral Service (Operation Student Concern) in each of the following criterial by placing a checkmark (✓) over the word which, in your opinion, best completes each statement.

1. The VCC volunteer's commitment to the concept of volunteerism is (has been)

( )	( )	( )	( )
unsatisfactory	satisfactory	very satisfactory	extremely good

comments: _____

2. The VCC volunteer's overall job performance is (has been):

( )	( )	( )	( )
unsatisfactory	satisfactory	very satisfactory	extremely good

comments: _____

3. The VCC volunteer's ability to work cooperatively with co-workder(s) is (has been):

( )	( )	( )	( )
unsatisfactory	satisfactory	very satisfactory	extremely good

comments: _____

4. The VCC volunteer's overall dependability is (has been):

( )	( )	( )	( )
unsatisfactory	satisfactory	very satisfactory	extremely good

comments: _____

5. The VCC volunteer's general attitude toward assigned tasks and responsibilities is (has been)

( )	( )	( )	( )
unsatisfactory	satisfactory	very satisfactory	extremely good

comments: _____

6. The actual number of volunteers provided the Valencia Volunteer Referral Service (Operation Student Concern) is

_____

comments: _____

7. Would you recommend that a fellow agency use Valencia volunteers in their community service program?

_____ yes _____ no

comments: _____

Thank you. You have our promise to try to repay your cooperation by providing more volunteers who will better serve your needs in the near future.

VALENCIA COMMUNITY COLLEGE
P.O. BOX 3028 ORLANDO, FLORIDA 32802

VALENCIA COMMUNITY COLLEGE VOLUNTEER REFERRAL SERVICE

NEEDS YOUR HELP

... because we wish to revive and make more efficient the VCC student volunteer referral service in order to better meet your needs and the needs of the community in general. We have chosen your name at random from our list of agencies who use volunteers. We need to know how you feel about the service VCC volunteers have provided you and how you feel we can improve our program.

Because mailing costs are high, the number of agencies we have mailed this questionnaire to is quite small. So no matter what your agency or what your opinions about us are, your response is very important to us. Please take the next ten minutes to check the scale after each question and fill in the blanks. If you are not sure about an answer, give us your best guess. When you have finished, fold the questionnaire and put it in the enclosed envelope. We will pay the postage.

Thank you!

Nikki Bennett

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 9 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES